

# Art and Design Progression of knowledge and skills

## Key Stage 1 National Curriculum Expectations

Pupils should be taught:

- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## Key Stage 2 National Curriculum Expectations

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- to create sketch books to record their observations and use them to review and revisit ideas;
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];
- about great artists, architects and designers in history.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### EYFS

#### Expressive Arts and Design

##### ELG: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Artist Focus (See Artist Focus Sheet)</b>	<ul style="list-style-type: none"> <li>I can look at famous painter's artwork, say what I see and the colours they have used. I can begin to base my work on their work.</li> </ul>	<ul style="list-style-type: none"> <li>I can take inspiration from the work of famous artists and use it in my work.</li> <li>I can take inspiration from models and sculptures and apply these ideas to my work.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to analyse the work of famous artists and identify the artistic techniques they use.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different artistic/painting styles inspired by artists.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to develop my own artistic style – taking inspiration from famous artist's work.</li> </ul>	<ul style="list-style-type: none"> <li>I can use artists work to inspire my own style.</li> <li>I know which movement of art the focus artists belong to.</li> </ul>
<b>DRAWING</b>	<ul style="list-style-type: none"> <li>Introduce the sketchbook to keep all of my ideas in.</li> <li>I can make marks using different media including pencil, colouring pencil, chalk pastel and poster paint.</li> <li>I can draw lines of different shapes and thicknesses.</li> <li>I can use a ruler to draw a straight line.</li> <li>I can begin to colour in neatly, following the lines carefully.</li> <li>I begin to draw figures in movement</li> </ul>	<ul style="list-style-type: none"> <li>I can use my sketchbook to practice techniques used by other artists.</li> <li>I use a larger range of media including pencils, coloured pencils, fine liner and water colours in my drawings.</li> <li>I show patterns and textures in my drawings by adding dots and lines.</li> <li>I can look at different colours related to feelings and emotions.</li> <li>I can begin to look at scale in pictures having background, middle ground and foreground.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to develop my techniques and ideas further within my sketchbook, planning and refining where necessary.</li> <li>I can identify graded pencils (soft B and hard-H).</li> <li>I can sketch lightly and use different grades of pencil to show different tones and shades.</li> <li>I can practise and use hatching and crosshatching skills.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop my ideas through the sketchbook collecting, developing, reviewing and revisiting ideas.</li> <li>I can refine my use of chalk pastel and introduce charcoal.</li> <li>I can name the different grades of pencil from softest (9B) to hardest (9H)</li> <li>I use shading to add interesting effects to my drawings, using different grades of pencil at different angles.</li> </ul>	<ul style="list-style-type: none"> <li>I am continuing to develop ideas through the sketchbook collecting, developing, reviewing and revisiting ideas.</li> <li>I can investigate patterns in the environment.</li> <li>I can develop my confidence in independently using different grades of pencil to show line, tone and texture.</li> <li>I use shading to show shadows and reflections on 3D shapes.</li> <li>I draw for a sustained period of time.</li> </ul>	<ul style="list-style-type: none"> <li>Extend the use of sketchbooks, developing, collecting, reviewing and revisiting ideas drawing still life using different tones.</li> <li>I continue to practise the skills of shading, hatching and cross hatching to create shadow, texture and tone.</li> <li>I experiment with use of lines for simple graphic logos and design.</li> <li>I am developing my own style and choose appropriate techniques that I have learnt to convey the meaning of my work.</li> <li>I draw for a sustained period of time combining skills I have learnt.</li> </ul>
<b>PAINTING</b>	<ul style="list-style-type: none"> <li>I can name the primary colours.</li> <li>I can experiment by mixing paints to create secondary</li> </ul>	<ul style="list-style-type: none"> <li>I can mix primary colours to make secondary colours, using my knowledge of the colour wheel.</li> </ul>	<ul style="list-style-type: none"> <li>I can introduce tertiary colours through a colour wheel.</li> </ul>	<ul style="list-style-type: none"> <li>I can mix tertiary colours independently.</li> <li>I can develop colour mixing skills and</li> </ul>	<ul style="list-style-type: none"> <li>I can continue to record ideas and practice painting skills and techniques in my sketchbook,</li> </ul>	<ul style="list-style-type: none"> <li>I can continue to record ideas and practice painting skills and techniques in the sketchbook,</li> </ul>

	<p>colours in my sketchbook.</p> <ul style="list-style-type: none"> <li>• I can name the secondary colours.</li> <li>• I can begin to use poster paints and other types of paint including watercolour.</li> <li>• I can use thick and thin brushes.</li> <li>• I can create tints by adding white.</li> </ul>	<ul style="list-style-type: none"> <li>• I can independently choose whether to use thick or thin brushes.</li> <li>• I understand that I can add white to colours to make tints and add black to colours to make tones.</li> <li>• I can use different warm and cool colours to create moods and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• I can develop colour mixing skills using water colour with increasing confidence through my sketchbook.</li> <li>• I use watercolour paint to produce washes for backgrounds.</li> <li>• I begin to use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.</li> </ul>	<p>experiment with creating mood in my sketchbook.</p> <ul style="list-style-type: none"> <li>• I can create colours by mixing to accurately represent images I have observed in the natural and man-made world.</li> </ul>	<p>developing paint control and improving technique.</p> <ul style="list-style-type: none"> <li>• I understand what complementary and contrasting colours are through the colour wheel.</li> <li>• Create a colour palette based upon colours observed in the natural world</li> <li>• My paintings are based on observations and can convey mood, realism or an impression of what I observe.</li> <li>• I combine colours and create tints, tones and shades to reflect the purpose of my work.</li> <li>• I am beginning to develop my own style.</li> </ul>	<p>developing brush control.</p> <ul style="list-style-type: none"> <li>• I can make individual choices about my style and choice of technique, explaining why they have chosen it.</li> </ul>
3D	<ul style="list-style-type: none"> <li>• I can cut, roll and pinch playdough and clay.</li> <li>• I can make a sculpture from 1 lump of clay.</li> <li>• I can use tools and equipment safely and correctly.</li> <li>• I can add some texture to my models using tools.</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to combine 2 pieces of clay using the scoring technique.</li> <li>• I can use tools safely and independently.</li> <li>• I can add purposeful lines, shapes and texture to my clay work using tools.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the technique of adding materials to create texture, feeling, expression or movement.</li> <li>• I can experiment with making models (focusing on proportion).</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a variety of tools and techniques for sculpting in other mouldable materials (wire and masking tape)</li> <li>• I can use a coiling technique to create a pot.</li> <li>• I can use scoring and slip techniques to join clay together.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my sketch books to plan and develop designs and ideas, beginning to draw them in 3D.</li> <li>• I can choose and apply the most appropriate techniques when creating a model.</li> <li>• I can create a 3D model that contains both visual and tactile qualities that communicate my observations from the real or natural world.</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply scoring and slip techniques to join clay and apply all the decorative techniques I have learnt to add detail to my model.</li> </ul>

<b>PRINTING</b>	<ul style="list-style-type: none"> <li>I use printing tools such as a block or sponges.</li> <li>I create a relief block print using foam.</li> <li>I can explore and create a collaborative piece of printed art.</li> <li>I can use repeated overlapping shapes (printing- Yayoi)</li> </ul>	<ul style="list-style-type: none"> <li>I can print by pressing, rubbing and stamping.</li> <li>I explore techniques such as repeating, overlapping, rotating and arranging shapes. (Christmas Cards)</li> </ul>	<ul style="list-style-type: none"> <li>I can create a print in response to the work of an artist or designer e.g. William Morris</li> <li>I make precise repeating patterns by creating coiled string printing blocks and using these as a printing tool.</li> <li>My printing replicates patterns I have observed in either the natural or man-made world and are based on my observational drawings.</li> </ul>			<ul style="list-style-type: none"> <li>My print work includes mono printing and lino cut printing.</li> <li>My printing uses a number of colours built up in a sequence.</li> <li>I use drawings and designs in my sketchbook to bring fine detail into my work.</li> <li>My printing reflect the work of the artist Michelle Hughes.</li> <li>I chose which printing technique I would like to apply to my final piece</li> </ul>
<b>TEXTILES</b>	<ul style="list-style-type: none"> <li>I can sort threads and fabrics.</li> <li>I look at and talk about examples of thread and textiles used to create pictures, objects or patterns. (e.g. patchwork).</li> <li>I use glue to join fabrics.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to dip dye to produce fabric of contrasting colours.</li> <li>I use running stitch to join fabrics.</li> </ul>	<ul style="list-style-type: none"> <li>I have the basics of cross-stitch and backstitch.</li> <li>I have the basics of quilting, padding and gathering fabric</li> <li>I create texture in my textiles work by tying and sewing threads or by pulling threads.</li> <li>My work is based on tapestries, artefacts and hangings throughout history and in other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>I can plait 3 threads.</li> <li>I can create a product using plaiting skills. (bracelet)</li> </ul>		<ul style="list-style-type: none"> <li>My textile techniques are precise and help me to convey the purpose of my work.</li> <li>I have developed a preference for the type of textile work I prefer and am developing a range of pieces in a particular style, for a range of purposes.</li> <li>I can choose from a range of stitching techniques (textiles)</li> </ul>
<b>COLLAGE</b>	<ul style="list-style-type: none"> <li>I know what collaging is.</li> <li>I have explored and experimented with a range of collage materials.</li> <li>I can sort and arrange collage materials for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>I can mix materials and use different shapes, textures, colours and patterns in my collages.</li> <li>I can say how other artists have used texture, colour,</li> </ul>	<ul style="list-style-type: none"> <li>I can experiment with different patterns and textures and explain how it effects my piece.</li> <li>I use tessellation and other patterns in my collage.</li> </ul>	<ul style="list-style-type: none"> <li>I experiment with techniques that use contrasting textures, colours or patterns to develop purpose. (rough/smooth, light/dark, plain/patterned)</li> </ul>	<ul style="list-style-type: none"> <li>I can independently choose the most appropriate materials for my collages to fit the purpose and evident theme.</li> <li>My collage has a striking effect because of: its colour</li> </ul>	

	<ul style="list-style-type: none"> <li>I can experiment with tearing, scrunching, layering and twisting materials.</li> </ul>	<p>pattern and shape in their work.</p> <ul style="list-style-type: none"> <li>I experiment with creating a photo montage</li> </ul>	<ul style="list-style-type: none"> <li>I look at mosaic, and collage from other cultures and use this as inspiration for my own designs.</li> </ul>	<ul style="list-style-type: none"> <li>I have experimented with ceramic mosaic techniques to produce a piece of art.</li> <li>My collage takes inspiration from observational drawings and/or from famous artists.</li> </ul>	<p>choices, pattern, lines, tones, shapes or any combination of these</p> <ul style="list-style-type: none"> <li>I write about and explain the visual and tactile qualities of my work in my sketchbook.</li> </ul>	
<p><b>SKETCHBOOK ANNOTATION/ EVALUATION</b></p>	<ul style="list-style-type: none"> <li>Children start their sketch book journey in Year 1.</li> <li>Children are encouraged to make simple annotations;</li> <li>I can label colours, shapes and patterns, artist names and what I can see.</li> <li>I can write what media they have used.</li> </ul>	<ul style="list-style-type: none"> <li>I describe what I think about my own and others' work.</li> <li>I can say how an artist has used colour.</li> <li>I comment on differences in others' work and I suggest ways of improving my own work.</li> <li>I can complete a <b>'Today I have learnt ....'</b> slip and stick it in my sketch book.</li> </ul>	<ul style="list-style-type: none"> <li>I comment on similarities and differences between my own and others' work.</li> <li>I adapt and improve my own work</li> <li>I annotate my sketches in my art sketchbook to explain my ideas</li> <li><b>I can write a 'I like...' speech bubble and an 'I'd like to learn/explore....'</b>. Thought bubble.</li> </ul>	<ul style="list-style-type: none"> <li>I make notes in my sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line</li> <li>.In my sketchbook, I make comments on and explain my ideas, methods and approaches used in my own and others' work, relating to the context and purpose.</li> <li><b>I am mark making and drawing in the style of .... The colours make me feel ....My drawings show</b></li> </ul>	<ul style="list-style-type: none"> <li>I can comment on ideas, methods and approaches used in others' work, relating these to its context.</li> <li>I adapt and refine my work to reflect my own view (along with the views of others) of its purpose and meaning.</li> <li>I can add Personal opinions and annotations. <b>I like ... because .... The ..... reminds me of .... It makes me feel ..... I think the artist has tried to .....</b></li> </ul>	<ul style="list-style-type: none"> <li>I can listen to feedback from others to develop and further improve their work.</li> <li>I analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context.</li> <li>I adapt and refine my work to reflect my own view of its purpose and meaning and can explain this confidently.</li> </ul>